

## CLINTON ELEMENTARY

110 Clinton School Road  
Lancaster, SC 29729

**GRADES** K-5 Elementary School

**ENROLLMENT** 459 Students

**PRINCIPAL** Gwen Hinson 803-285-5395

**SUPERINTENDENT** Patricia K. Burns 803-286-6972

**BOARD CHAIR** Robert Folks 803-286-6972

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	24	51	17	0

#### IMPROVEMENT RATING:

#### BELOW AVERAGE

#### ADEQUATE YEARLY PROGRESS:

#### YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Below Average	Below Average	N/A
<b>2002</b>	Average	Average	N/A
<b>2003</b>	Average	Below Average	No
<b>2004</b>	Average	Below Average	Yes

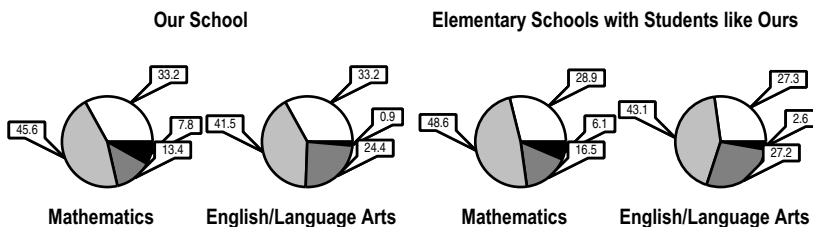
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

63.8%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	243	100.0	32.6	40.7	24.0	2.7	38.0	Yes	Yes
<b>Gender</b>									
Male	121	100.0	40.4	41.3	15.6	2.8	25.7		
Female	122	100.0	25.0	40.2	32.1	2.7	50.0		
<b>Racial/Ethnic Group</b>									
White	82	100.0	24.7	39.0	32.5	3.9	55.8	Yes	Yes
African-American	159	100.0	37.3	40.8	19.7	2.1	28.9	Yes	Yes
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	184	100.0	28.9	44.0	25.9	1.2	41.0		
Disabled	59	100.0	43.6	30.9	18.2	7.3	29.1	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	243	100.0	32.6	40.7	24.0	2.7	38.0		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	243	100.0	32.6	40.7	24.0	2.7	38.0		
<b>Socio-Economic Status</b>									
Subsidized meals	192	100.0	35.6	43.1	20.1	1.1	31.6	Yes	Yes
Full-pay meals	51	100.0	21.3	31.9	38.3	8.5	61.7		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	243	100.0	32.6	44.8	13.1	9.5	34.4	Yes	Yes
<b>Gender</b>									
Male	121	100.0	33.0	48.6	8.3	10.1	30.3		
Female	122	100.0	32.1	41.1	17.9	8.9	38.4		
<b>Racial/Ethnic Group</b>									
White	82	100.0	22.1	37.7	22.1	18.2	48.1	Yes	Yes
African-American	159	100.0	38.7	48.6	8.5	4.2	26.8	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	184	100.0	27.1	48.8	14.5	9.6	39.2		
Disabled	59	100.0	49.1	32.7	9.1	9.1	20.0	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	243	100.0	32.6	44.8	13.1	9.5	34.4		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	243	100.0	32.6	44.8	13.1	9.5	34.4		
<b>Socio-Economic Status</b>									
Subsidized meals	192	100.0	34.5	48.3	11.5	5.7	28.7	Yes	Yes
Full-pay meals	51	100.0	25.5	31.9	19.1	23.4	55.3		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	77	98.7	20.6	58.8	17.6	2.9	20.6
	<b>Grade 4</b>	83	100.0	36.8	43.4	19.7	N/A	19.7
	<b>Grade 5</b>	102	100.0	56.8	34.1	9.1	N/A	9.1
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	84	100.0	28.4	43.2	27.2	1.2	28.4
	<b>Grade 4</b>	76	100.0	41.7	41.7	16.7	N/A	16.7
	<b>Grade 5</b>	83	100.0	32.5	51.9	14.3	1.3	15.6
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	77	100.0	29.4	48.5	16.2	5.9	22.1
	<b>Grade 4</b>	83	98.8	17.1	48.7	18.4	15.8	34.2
	<b>Grade 5</b>	102	100.0	39.8	48.9	9.1	2.3	11.4
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	84	100.0	44.4	45.7	8.6	1.2	9.9
	<b>Grade 4</b>	76	100.0	27.8	48.6	15.3	8.3	23.6
	<b>Grade 5</b>	83	100.0	27.3	46.8	11.7	14.3	26.0
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 459)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	9.6%	N/A	3.6%	2.7%
Attendance rate	95.4%	Down from 96.0%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	11.5%		5.9%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	10.7%		4.6%	3.5%
Eligible for gifted and talented	5.9%	Down from 7.3%	8.3%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	14.2%	Up from 11.7%	8.9%	8.2%
Older than usual for grade	2.8%	Up from 2.1%	1.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 38)				
Teachers with advanced degrees	65.8%	Up from 62.2%	46.9%	51.4%
Continuing contract teachers	94.7%	Up from 89.2%	85.7%	87.5%
Highly qualified teachers**	88.9%	N/A	94.6%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	92.3%	Down from 93.4%	86.1%	86.7%
Teacher attendance rate	90.9%	Down from 92.2%	94.6%	94.9%
Average teacher salary	\$42,270	Up 0.3%	\$40,379	\$40,760
Prof. development days/teacher	9.3 days	Down from 10.7 days	13.4 days	12.4 days

School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	16.3 to 1	No change	17.6 to 1	18.9 to 1
Prime instructional time	83.6%	Down from 85.9%	89.9%	90.0%
Dollars spent per pupil*	\$6,545	Up 7.9%	\$6,264	\$6,044
Percent of expenditures for teacher salaries*	72.5%	Up from 71.6%	65.3%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	76.1%	Down from 94.7%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.7%	92.0%
Highly qualified teachers in high poverty schools**	90.9%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Clinton faculty, staff, and parents continue cultivating a team effort to provide students with a strong and challenging academic program. In spite of declining resources, our school's PACT scores are rising steadily.

"Time: Every Minute Counts in Teaching and Learning" is the theme this school year. Instructional time on-task is strongly emphasized and monitored. High expectations and standards are set for all students. Reading continues to be at the core of our curriculum. We believe that students must learn to be proficient readers in order to master grade level standards in any content area. All teachers, regardless of their discipline, must take responsibility for teaching students effective reading skills. Classroom teachers are provided a variety of fiction and non-fiction, multileveled reading material to support their curriculum.

Technology is an important part of the students' education at Clinton Elementary. All classrooms are equipped with at least two computers. Every computer has Internet access and software programs that integrate with the curriculum. All students participate in a computer class each week. Fifth grade students completed a PowerPoint presentation, at the end of the school year, as part of a research project.

A parent coordinator was employed at Clinton Elementary to facilitate parental involvement and training. Several workshops were held throughout the school year for parents. Parents were invited to participate in grade level and school-wide meetings to learn how to support their children in the teaching/learning process. Parents are also encouraged to participate in the volunteer program at Clinton. We believe that students' level of academic achievement is increased when there is a strong partnership between the school and home.

An after-school homework program provides additional academic support for students in grades 3, 4, and 5 throughout the school year. Students receive individual assistance with homework assignments as needed. This program operates from September to March. Beginning in March the focus of the homework program becomes PACT preparation. Students receive instruction directly aligned with PACT.

Clinton Elementary faculty and staff are dedicated to nurturing a learning environment where all students learn, all students feel successful, and student achievement is high.

Gwen Hinson, Principal  
Brenda Thompson, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	36	65	59
Percent satisfied with learning environment	97.1%	92.2%	83.1%
Percent satisfied with social and physical environment	88.9%	84.1%	82.8%
Percent satisfied with home-school relations	58.3%	93.7%	62.1%

\*Only students at the highest elementary school grade level at this school and their parents were included.